ESEA Section 1003(g) School Improvement Grants (SIG)

District Name: _____

County-District Number: _____

Introduction

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

Tier I Schools means the five (5) or 5% (whichever is greatest) of all lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

- For every year after the initial year, previously identified Tier III schools that have a Section 1003(g) School Improvement Grant will be included and Tier I schools with school improvement waivers that are implementing the Turnaround model will be excluded.

Tier II Schools shall mean the five (5) or 5% (whichever is greatest) lowest ranked secondary schools where the "all students" group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above schools.

- For every year after the initial year, previously identified Tier II schools that have a Section 1003(g) School Improvement Grant will be excluded and Tier III schools that fall within the bottom five (f) or 5% (whichever is greater of the pool of schools for Tier II will be included.

Tier III Schools means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). If a district has Tier I and Tier III schools, it may not elect to serve only Tier III schools. Districts may submit applications that contain Tier III schools but all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has received a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. Nebraska has also received a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE's American Recovery and Reinvestment Act (ARRA) and the Title IA school improvement page at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

All district applications that are approved will be posted at the above cited locations within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at:
http://www2.ed.gov/programs/sif/index.html.

Use of Funds

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these four school intervention models: turnaround model, restart model, school closure, or transformation model.   Section 2 of this application contains the description of the four intervention models taken from the U. S. Department of Education. This description identifies all the requirements to be implemented and some permissible activities for each of the four models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities approved in the school's Title I Accountability Funds application.   Tier III schools that are eligible for, but do not receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.)

Districts must demonstrate capacity to implement the selected intervention model in the first year and fully implement the model within the three years of funding of these grants.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Available Funds

For the three year grants that begin in 2012-13, $2,487,987 are available from ESEA for these Section 1003(g) funds. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2012-13, 2013-14 and 2014-14. Districts receiving ARRA funds must complete all reporting requirements of that Act.

A district may apply for the amount of funds needed to fully and effectively implement one of the four intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for three years per school.   There is a minimum of $50,000 per year per school. This minimum amount is not required if a district can demonstrate that it can fully implement one of the intervention models with fewer funds. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds availability. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

Continued Funding

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Supplement, not supplant

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

Application Writing Assistance

NDE will provide a series of meetings and conference calls to support the districts intending to apply. Districts are encouraged to review the Reviewers Rating and Checklist designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

Application Approval Process

Nebraska will convene a panel of NDE staff with experience and expertise in Title I and school improvement activities to review all applications. Each application will be reviewed and rated by two panelists. The scoring checklist is included as an appendix to the district application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes an application from more than one school and may include schools from any Tier. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a "total score". For applications containing multiple schools, the district's score will be added to the score of each school for a "total score" for each school. The schools will be rank ordered by the total scores. The highest ranking schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution of grants relative to size of school or geographic location.

Schools that are finalists must participate in a team interview with NDE staff either on-site or via electronic means. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

Applications Timelines

Applications are due by midnight (Central Daylight Savings Time) on March 9, 2012 and should be submitted electronically to: diane.stuehmer@nebraska.gov. In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

      Diane Stuehmer, Title I Director
      Nebraska Department of Education
      301 Centennial Mall South
      PO BOX 94987
      Lincoln, NE 68509

Application Contents

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B –Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:
  http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A completed application includes:

- A cover page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Information (A Section 2 completed for each school in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant
- A copy of each school's Profiles from the State of the Schools Report for the two previous school years.

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name:	District Mailing Address:
County/District Number:	
District Contact for the School Improvement Grant Name: Position and Office: Contact's Mailing Address: Telephone: Fax: Email address:	

President of the School Board (Printed Name):	Telephone:
Signature of the President of the School Board X_____	Date:
Authorized Representative of the District (Printed Name):	Telephone:
Signature of the Authorized Representative: X_____	Date:

The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.

SECTION 1. DISTRICT INFORMATION

PART A.   SCHOOLS TO BE SERVED

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	**Restart**	**Closure**	**Transform-ation**

A.2.   If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

PART B.   DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity
ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

B.1.   Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Part C) and are considered part of the limitations on funding ($50,000 to $2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

B.2.   Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.

B.3.   If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

B.4.   ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

B.5.   Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

B.6.   If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

B.7.   Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt

changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

Transition to NeSA. As the State transitions to the new statewide tests, the progress goals in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading has an average statewide gain for each subgroup listed below based upon 2009-10 and 2010-11 data. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In the fall of 2012, the average statewide gain for each subgroup will be available for NeSA-M. When this information is available, the goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	

AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	
Graduation rate (high schools only)	Measurable increase from the previous year	
College enrollment rate (high schools only)	Measurable increase from the previous year	
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	Measureable improvement from previous year (or baseline for initial year of grant)	
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	

Statewide Average Gain – Reading (2010-11 AYP Data)	
Group	**Percentage points**
All Students	3.19
American Indian/Alaska Native	1.58
Asian or Pacific Islander	1.07
White, Not Hispanic	3.27
Black, Not Hispanic	3.80
Hispanic	5.02

Students eligible for free and reduced lunch	4.68
Special Education Students	4.6
English Language Learners	6.88

B.9.   Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

B.10   Nebraska has elected to expand the project period for the initial year of this grant by establishing an April approval date to allow "pre-implementation" costs to occur within the project period.   Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 75 of the new guidance at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A budget line for "Pre-Implementation Activities" is included on the budget pages.

Pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) have promise for improving student academic achievement , and (e) meet the "supplement not supplant" requirement.

Allowable activities for pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: providing remediation and enrichment sessions during the summer of 2011 in schools that will adopt an intervention model at the start of the 2011-12 school year:
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

PART C.   LEA-LEVEL BUDGET

A LEA-level budget is needed only if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level costs are allowable but cannot cause the entire application to exceed the established funding limitations

($50,000 to $2,000,000) per school and must clearly be LEA-level activities and necessary to assist the school(s) to implement one of the models.

C.1   Describe the proposed activities, including the pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of pre-implementation costs included in LEA-level budgets.

C.2.   Complete the LEA-level Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the LEA.) The link to all Budget Forms is found at:
        http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

PART D.   ASSURANCES

The district assures that it will—

(1)   Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;

(2)   Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;

(3)   If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

(4)   Report to the NDE the school-level data required under section III of the final requirements.

PART E.   WAIVERS

Check each waiver that the district will implement.

❑   "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

❑   Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2.   SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A.   DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and Budget forms are designed for each intervention model. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

School Level Information for Tier III Schools
- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the plan approved for the school's Title I Accountability funds under Section 1003(a). These schools must complete the Action Plan (A.3.).

- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assisting with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and is on NDE's Title IA school improvement homepage at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A.1.   Analysis of Need
Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student

Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

Student Achievement and Leading Indicators
This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2009-10 and 2010-11. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:
http://www.education.ne.gov/documents/SOSR.html

Complete the table below using 2010-11 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	
(2) Graduation rate (AYP graduation rate for high schools only)	
(3) College enrollment rate (high schools only)	
Leading Indicators	
(4) Number of minutes within the school year	
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	
(6) Dropout rate (total for high schools only)	
(7) Student attendance rate	
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

(a)   Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

(b)   Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model.   How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

(c)   Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

(d)   Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

(e)   System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

(f)   Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

A.2.   Action Plans
When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant.   It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

Four School Intervention Models (from USDE Guidance)

(a) Turnaround model:
(1) A turnaround model is one in which a district must--
   (i)   Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
(A) Screen all existing staff and rehire no more than 50 percent; and
(B) Select new staff;
(iii) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*
(iv) *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
(v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*
(vi) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
(vii) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
(viii) *Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
(ix) *Provide appropriate social-emotional and community-oriented services and supports for students.*
(2) A turnaround model may also implement other strategies such as--
(i) Any of the required and permissible activities under the transformation model; or
(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:
(1) Developing and increasing teacher and school leader effectiveness.
(i) Required activities. The LEA must--
(A) Replace the principal who led the school prior to commencement of the transformation model;

(B)   Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1)   Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2)   Are designed and developed with teacher and principal involvement;

(C)   Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D)   Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E)   Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A)   Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B)   Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C)   Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.
(i) Required activities. The LEA must--

(A)   Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B)   Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A)   Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B)   Implementing a schoolwide "response-to-intervention" model;

(C)   Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D)   Using and integrating technology-based supports and interventions as part of the instructional program; and

---

(E)   *In secondary schools--*
       (1)   *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*
       (2)   *Improving student transition from middle to high school through summer transition programs or freshman academies;*
       (3)   *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*
       (4)   *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

(3) *Increasing learning time and creating community-oriented schools.*
(i) *Required activities.* *The LEA must--*
       (A)   *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*
       (B)   *Provide ongoing mechanisms for family and community engagement.*
  (ii) *Permissible activities.* *An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--*
       (A)   *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;*
       (B)   *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*
       (C)   *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*
       (D)   *Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

(4) *Providing operational flexibility and sustained support.*
(i) *Required activities.* *The LEA must--*
       (A)   *Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and*
       (B)   *Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).*
  (ii) *Permissible activities.* *The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--*
       (A)   *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*
       (B)   *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a "new" activity. If the school has already started implementing an activity, **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major "Activities" should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate the school will be able to implement the intervention model in the first year and to fully implement the model within the three years of funding.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

Turnaround Intervention Model - 1	
Requirement(i): Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 2	
Requirement(ii): Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 3	
Requirement (iii): Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	
Activity	
Key steps	

Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Turnaround Intervention Model - 4	
Requirement (iv): Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Turnaround Intervention Model - 5	
Requirement (v): Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or State, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or State to obtain added flexibility in exchange for greater accountability	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Turnaround Intervention Model - 6	
Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 7	
Requirement (vii): Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 8	
Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	

Turnaround Intervention Model - 9	
Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Turnaround Intervention Model Permissible Activities – Copy and complete as many as needed.	
Permissible activity:	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Restart Intervention Model - 1	
Requirement: Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process	

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

School Closure Intervention Model - 1	
Requirement: Close a school and enroll the students who attended that school in other schools in the district that are higher achieving	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model **NOTE: This requirement is an option for Tier III schools.**	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 2

Requirement (1B): Developing and increasing teacher and school leader effectiveness
(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
(2) Are designed and developed with teacher and principal involvement

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 3

Requirement (1C): Developing and increasing teacher and school leader effectiveness
(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so
NOTE: This requirement is an option for Tier III schools.

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness

        (D) Provide staff ongoing, high-quality, job-embedded professional development (*e.g.,* regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 5

Requirement (1E): Developing and increasing teacher and school leader effectiveness

        (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 6

Requirement (2A): Comprehensive Instructional reform strategies

        (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 7	

Requirement (2B): Comprehensive Instructional reform strategies
        (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 8	

Requirement(3A): Increasing learning time and creating community-oriented schools
        (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Transformation Intervention Model - 10	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Transformation Intervention Model - 11	
Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	
Key steps	
Start Date	

Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Transformation Intervention Model - Copy and complete as many as needed.	
Permissible Activities	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

A.3.   Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school's Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	

PART B.   BUDGETS

Budget forms have been designed to assist Tier I, Tier II, and Tier III schools in budgeting, by intervention model, for each of the three years of funds availability. Total amounts for each object code are calculated for each year and also transferred automatically to the three year Summary Budget and District Summary Budget form.

Budget forms are found in a separate EXCEL file at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Appendix A.

Process and Definitions used in identifying the persistently lowest-achieving schools

Definitions for Nebraska

School shall mean the school as used for the elementary, middle and high school designations for AYP. This does not include Rule 10 (Accreditation) Special Purpose Schools or preschools. Students being served in programs are reported in the school where they would be attending.

Secondary school shall mean any middle, junior high or senior high.

Number of years shall mean three years.

Graduation rate means the AYP Graduation Rate data from all secondary schools that is averaged for the three latest years. The initial year of identifying the persistently lowest-achieving schools will use 2005-06, 2006-07 and 2007-08 data.

Performance Rank shall mean the total number of students in the "all students" group at the proficient level in both Reading and Math divided by the total number of students enrolled a Full Academic Year (FAY as defined for AYP) in Reading and Math to determine a percent proficient for each school.

Progress Over Time Rank shall mean the total number of students in the "all students" group at the proficient level in Reading and Math for the three latest years divided by the total number of students enrolled a Full Academic Year (FAY) in Reading and Math for the three latest years to determine a percent proficient.

Weighting shall mean the performance rank will be weighted (multiplied by two) and added to the progress over time rank.

Final Rank shall mean the combination of performance rank and the progress over time rank.

Persistently lowest-achieving schools (PLAS) Identification Procedure

Performance Rank

For the initial year (2008-09 AYP data) for all schools, add the numbers of students at the proficient level in Reading to the number of students at the proficient level in Math, then divide by the total number of students enrolled a full academic year (FAY as defined for AYP) in Reading and Math to get a percent proficient. Rank the schools by this percent proficient for a performance rank.

Progress Over Time Rank

For the latest three years (initial years are 2006-07, 2007-08 and 2008-09), add the number of students at the proficient level in Reading and Math, then divide by the

number of students enrolled a full academic year (FAY) for both Reading and Math for all three years to find a percent proficient. Rank the schools by this percent proficient for a progress over time rank.

<u>Final Rank to Determine the Persistently Lowest-Achieving Schools</u>
The performance rank is doubled before adding to the progress over time rank. Schools are then ranked to determine a final rank and the five or 5% (whichever is greater) schools are the persistently lowest-achieving schools in each Tier.

<u>Graduation Rate</u>
Using the AYP graduation data for all high schools in the state for the last three years (initially, 2005-06, 2006-07, and 2007-08), calculate a PLAS graduation rate using the AYP formula.

ESEA Section 1003(g) School Improvement Grants

REVIEWERS RATING AND CHECKLIST

District Name:_____

County/district Number: _____

Reviewer: _____   Reviewer: _____

Date: _____

Section 1. District Level Information		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
	Cover page signed by School Board President and Authorized Representative						
Part A. Schools To Be Served							
A.1.	List of schools with a Tier identified for each						
A.2.	Optional – Tier I or Tier II school from list already started						
Part B. Descriptive Information District Level							
B.1.	District Contribution						
B.2.	District Capacity						
B.3.	Lack of capacity to serve a Tier I school						
B.4.	External Providers						
B.5.	Alignment of Programs and Services						
B.6.	Modify Practices and Policies						
B.7.	Sustain Interventions after availability of funds						
B.8.	Annual Goals						
B.9.	District support for planning and intervention						
Part C. Budget							
C.1.	Optional description of proposed activities						

					Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
C.2.	Optional Budget page for LEA-level activities						
D.	Assurances						
E.	Waivers checked as appropriate						
	TOTAL POINTS						

Comments:

Complete Section 2 for each school included in the application.

Name of School _____   Tier _____   Intervention Model _____

Section 2 – School Level Information	Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Part A. Descriptive Information School Level						
A.1. Analysis of Need						
a) Student Achievement and Leading Indicators						
b) Programs/Services Profile						
c) Staff Profile						
d) Curriculum/Instructional Practices						
e) System Profile						
f) Process						
A.2. Action Plans Complete by Intervention Model						
A. 3 Action Plan for Tier III						
Part B. Budget						
3 years for each model						
Summary Budget						

Checklist for **TURNAROUND INTERVENTION MODEL** *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Pre-Implementation Activities						
Activities are reasonable and necessary						
Activities are directly related to the implementation of the Turnaround model						
Activities address the identified needs						
Activities have promise for improving student academic achievement						
Activities meet the "supplement not supplant" requirement						
Required Activities						
(a)(1)(i) operational flexibility						
(a)(1)(ii) measure effectiveness						
(a)(1)(iii) increased opportunities						
(a)(1)(iv) ongoing prof. development						
(a)(1)(v) new governance						
(a)(1)(vi) data driven instructional program						
(a)(1)(vii) continuous use of student data						
(a)(1)(viii) increased learning time						
(a)(1)(ix) services & supports for students						
Permissible Activities:						
(a)(2)(i)(A) additional compensation						
(a)(2)(i)(B) system for measuring changes						
(a)(2)(i)(C) consent to accept teacher						
(a)(2)(ii) new school model						
AVERAGE POINTS FOR REQUIREMENTS						

Checklist for **RESTART INTERVENTION MODEL** *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Required Activities						
(b) Convert school or reopen as a charter						

Checklist for **SCHOOL CLOSURE INTERVENTION MODEL** *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Required Activities						
(c) School Closure						

Checklist for **TRANSFORMATION INTERVENTION MODEL** *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Pre-Implementation Activities						
Activities are reasonable and necessary						
Activities are directly related to the implementation of the Transformation model						
Activities address the identified needs						
Activities have promise for improving student academic achievement						
Activities meet the "supplement not supplant" requirement						
Required Activities						
(d)(1)(i)(A) replace principal						
(d)(1)(i)(B) evaluation systems for teachers & principals						
(d)(1)(i)(C) reward school leaders						
(d)(1)(i)(D) ongoing professional development						
(d)(1)(i)(E) recruit/retain staff with necessary skills						
Permissible Activities:						
(d)(1)(ii)(A) attract/retain staff with necessary skills				▓	▓	▓
(d)(1)(ii)(B) institute a system for measuring changes				▓	▓	▓
(d)(1)(ii)(C) mutual consent for hiring teachers				▓	▓	▓
Required Activities						
(d)(2)(i)(A) use of data for implementing program						
(d)(2)(i)(B) continuous use of student data						
Permissible Activities:						

	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
(d)(2)(ii)(A) conducting periodic reviews						
(d)(2)(ii)(B) implementing schoolwide RTI model						
(d)(2)(ii)(C) provide additional supports/prof. Development						
(d)(2)(ii)(D) technology based supports/interventions						
(d)(2)(ii)(E)(1) increase rigor in secondary schools						
(d)(2)(ii)(E)(2) student transition						
(d)(2)(ii)(E)(3) increase graduation rates						
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						
Required Activities						
(d)(3)(i)(A) strategies to increase learning time						
(d)(3)(i)(B) ongoing family/community engagement						
Permissible Activities:						
(d)(3)(ii)(A) partnering to create safe school environments						
(d)(3)(ii)(B) restructuring the school day						
(d(3)(ii)(C) improve school climate and discipline						
(d)(3)(ii)(D) full-day kdg or pre-kdg						
Required Activities						
(d)(4)(i)(A) flexibility to increase graduation rates						
(d)(4)(i)(B) ongoing, intensive TA/support						
Permissible Activities:						
(d)(4)(ii)(A) new governance arrangement						
(d)(4)(ii)(B) budget weighted based on student needs						
AVERAGE POINTS FOR REQUIREMENTS						

Checklist for **Tier III Schools with Title I Accountability Plans** *AI = Already started or implemented Briefly list activities from the Action Plans	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points

AVERAGE POINTS					

Appendix C

Sample Budget Page for LEA-level Expenditures (optional)

NDE County District No.:
District Name:

Each eligible building must have a separate budget. Please enter the building name and NDE number on each budget in the designated cells.

List Below School(s) for which budgets are included and the
model they will be implementing:

School Name	Model

NDE County District No.:   0
District Name: 0

LEA-LEVEL ACTIVITIES FOR YEAR 1 (2012-13)

Activity List below activities for LEA-level activities, including pre-implementation activities. Funds budgeted here will be included in the maximum amount available per school. ($2 Million per year)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(1)							$0
(2)							$0
(3)							$0
(4)							$0
(5)							$0
(6)							$0
Totals by Object Code	$0	$0	$0	$0	$0	$0	$0

NDE County District No.: 0
District Name: 0

LEA-LEVEL ACTIVITIES FOR YEAR 2 (2013-14)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for LEA-level activities. Funds budgeted here will be included in the maximum amount available per school. ($2 Million per year)							
(1)							$0
(2)							$0
(3)							$0
(4)							$0
(5)							$0
(6)							$0
Totals by Object Code	$0	$0	$0	$0	$0	$0	$0

LEA-LEVEL ACTIVITIES FOR YEAR 3 (2014-15)

NDE County District No.: 0
District Name: 0

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for LEA-level activities. Funds budgeted here will be included in the maximum amount available per school. ($2 Million per year)							
(1)							$0
(2)							$0
(3)							$0
(4)							$0
(5)							$0
(6)							$0

Totals by Object Code	$0	$0	$0	$0	$0	$0	$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

LEA-LEVEL ACTIVITIES COMBINED BUDGET FOR YEARS 1, 2, & 3 (2012-15)

NDE County District No.: 0
District Name: 0

Activity List below activities for LEA-level activities, including pre-implementation activities. Funds budgeted here will be included in the maximum amount available per school. ($2 Million per year)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(1)	0	0	0	0	0	0	$0
(2)	0	0	0	0	0	0	$0
(3)	0	0	0	0	0	0	$0
(4)	0	0	0	0	0	0	$0
(5)	0	0	0	0	0	0	$0
(6)	0	0	0	0	0	0	$0
Totals by Object Code	$0	$0	$0	$0	$0	$0	$0

TURN AROUND MODEL BUDGET FOR YEAR 1 (2012-13)

NDE County District No.: 0
District Name: 0
NDE School No.:
School Name:

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							$0
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							
							$0
Required Activities							
(a)(1)(i) replace the principal and grant operational flexibility							$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%							$0
(a)(1)(ii)(B) select new staff							$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							$0
(a)(1)(v) new governance structure							$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							$0

Activity		Total for Listed Activity
(a)(1)(vii) continuous use of student data to inform and differentiate instruction		$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time		$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)		$0
Permissible Activities:		
(a)(2)(i) any required and/or permissible activities under the Transformation model		$0
(a)(2)(i)(A) additional compensation		$0
(a)(2)(i)(B) system for measuring changes		$0
(a)(2)(i)(C) consent to accept teacher		$0
(a)(2)(ii) new school model		$0
Totals by Object Code	$0 $0 $0 $0 $0 $0	$0

TURN AROUND MODEL BUDGET FOR YEAR 2 (2013-14)

NDE County District No.: 0
District Name: 0
NDE School No.: 0
School Name: 0

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							$0
Required Activities							
(a)(1)(i) replace the principal and grant operational flexibility							$0

(a)(1)(ii) measure effectiveness using locally adopted competencies							$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%							$0
(a)(1)(ii)(B) select new staff							$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							$0
(a)(1)(v) new governance structure							$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction							$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time							$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)							$0
Permissible Activities:							
(a)(2)(i) any required and/or permissible activities under the Transformation model							$0
(a)(2)(i)(A) additional compensation							$0
(a)(2)(i)(B) system for measuring changes							$0
(a)(2)(i)(C) consent to accept teacher							$0
(a)(2)(ii) new school model							$0
Totals by Object Code	$0	$0	$0	$0	$0	$0	$0

TURN AROUND MODEL BUDGET FOR YEAR 3 (2014-15)

NDE County District No.: 0
District Name: 0
NDE School No.: 0
School Name: 0

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							$0
Required Activities							
(a)(1)(i) replace the principal and grant operational flexibility							$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%							$0
(a)(1)(ii)(B) select new staff							$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							$0
(a)(1)(v) new governance structure							$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction							$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time							$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)							$0

Permissible Activities:							
(a)(2)(i) any required and/or permissible activities under the Transformation model							$0
(a)(2)(i)(A) additional compensation							$0
(a)(2)(i)(B) system for measuring changes							$0
(a)(2)(i)(C) consent to accept teacher							$0
(a)(2)(ii) new school model							$0
Totals by Object Code	$0	$0	$0	$0	$0	$0	$0

==DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.==

TURN AROUND MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2012-15)

NDE County District No.: 0
District Name: 0
NDE School No.: 0
School Name: 0

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	0	0	0	0	0	0	$0
Pre-Implementation Activities	0	0	0	0	0	0	0
Required Activities							
(a)(1)(i) replace the principal and grant operational flexibility	0	0	0	0	0	0	$0
(a)(1)(ii) measure effectiveness using locally adopted competencies	0	0	0	0	0	0	$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%	0	0	0	0	0	0	$0
(a)(1)(ii)(B) select new staff	0	0	0	0	0	0	$0

(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.	0	0	0	0	0	0	$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.	0	0	0	0	0	0	$0
(a)(1)(v) new governance structure	0	0	0	0	0	0	$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned	0	0	0	0	0	0	$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction	0	0	0	0	0	0	$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time	0	0	0	0	0	0	$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)	0	0	0	0	0	0	$0
Permissible Activities:							
(a)(2)(i) any required and/or permissible activities under the Transformation model	0	0	0	0	0	0	$0
(a)(2)(i)(A) additional compensation	0	0	0	0	0	0	$0
(a)(2)(i)(B) system for measuring changes	0	0	0	0	0	0	$0
(a)(2)(i)(C) consent to accept teacher	0	0	0	0	0	0	$0
(a)(2)(ii) new school model	0	0	0	0	0	0	$0
Totals by Object Code	$0	$0	$0	$0	$0	$0	$0